



## **Need Analysis Of English for Specific Purpose (ESP) for Nursing Students at Stikes Eka Harap Palangka Raya**

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### **Abstrack**

This research aims to describe the English language needs of Nursing students at STIKES Eka Harap Palangka Raya. Needs analysis in English language teaching and learning focuses on targets and learning needs. To teach and learn nursing English, it is very important to be aware of the needs of the students, their background knowledge of English, especially in the context of nursing and the demands of the target where students will work professionally as nurses. ESP is an English language teaching approach with a focus on the needs of English language learners. With ESP, learning and teaching English is expected to facilitate students to be more focused and easier to communicate in the field of they are studying. The data collection techniques used were questionnaires for 42 students, and direct interviews with English lecturer and Nursing lecturer. The analysis results of English language needs for nursing students: The importance of learning English to improve and do communication that can be applied in conversation or practice contexts. English material related to English terms relevant to the field of nursing was the learning target. Other materials that were applicable in improving listening and speaking skills were also learning priorities. Various learning methods of teaching English for nursing students were options that must be designed by the lecturer. It was hoped that the research results would become a reference for the syllabus design and development, especially for English courses.

**Keywords:** *Need Analysis, English For Specific Purposes (ESP), Nursing Students*

### **Introduction**

English language skills have become a necessity in the global era. An individual who is skilled in language will find it easier to communicate. This will really help mobilize someone for activities in a wider scope. English as an international language and its role as a lingua franca allows someone to use this language in various events. This illustrates the importance of mastering English language skills.

In general, there are four language skills, but not all of them are needed by students. This requires the world of education, especially universities, to first understand learning and its needs. By conducting a need analysis before designing and compiling a learning program, teachers and curriculum developers can clearly know what kind of learning program is needed for prospective students.

The Nursing Study Program is one of the study programs at STIKES Eka Harap Palangka Raya. This study program aims to produce nurses who are qualified, skilled, and able to adapt to developments in science and technology and have the ability to develop the world of work. By prioritizing training competency, the ability to communicate using language becomes one of the primary needs. To communicate effectively, language skills are required using either a first language (L1) or English as a Foreign Language (EFL). English as an EFL is designated as a language that must be studied in college. The development of language skills is a graduate learning achievement that must be explained in the learning process. English status as a general basic course (MKDU) with a total of 2 credits or even more; Learning targets must be able to develop students' language skills.

As MKDU in a non-English language study program, the direction of learning should be different from English in an English language study program. The topics and terms used should be adapted to the study program major. The needs of non-English program students need to be analyzed and English language that suits the students' interests and needs is found. This will have implications for what material and how learning methods are implemented in the teaching process (Zhou, 2018). Meanwhile, the common thing is the application of General English as teaching material. This is not necessarily appropriate to the field of science that students are studying.

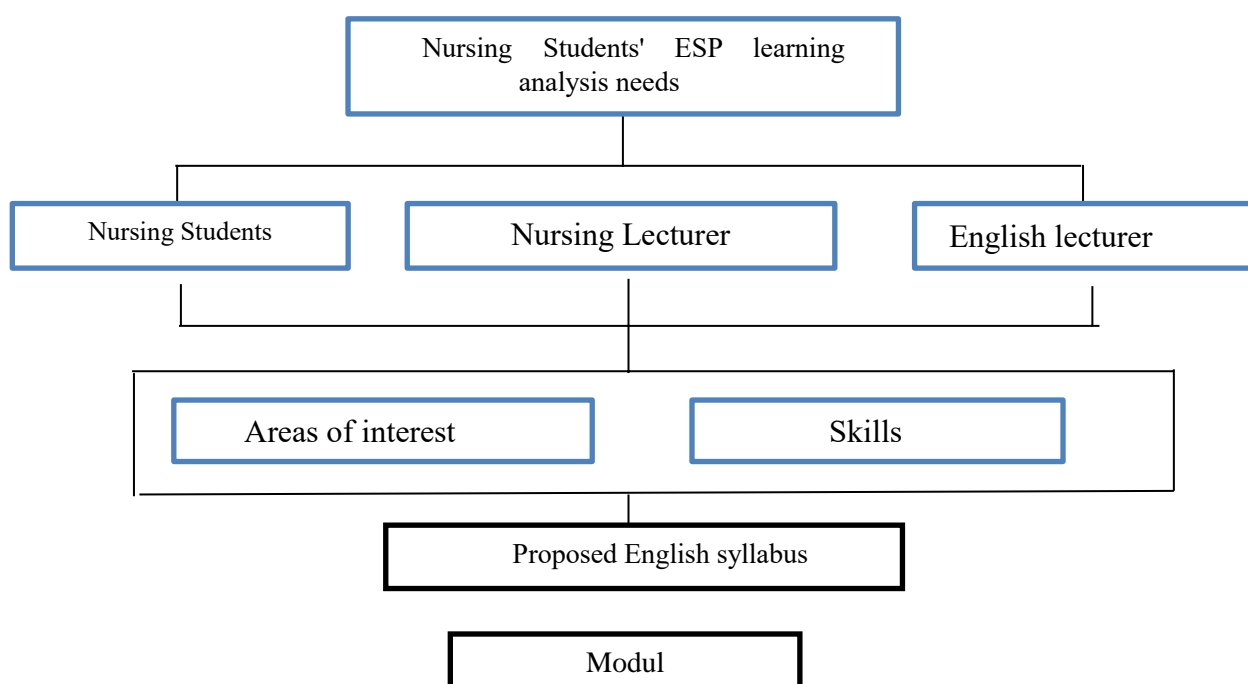
To provide English language teaching that meets students' needs, adopting English For Specific Purposes (ESP) is a relevant effort that must be taken. Although some state that the adoption of ESP raises many problems in EFL teaching. Teachers' lack of knowledge about ESP principles is a major obstacle in classroom learning. Apart from that, teachers still tend to use old patterns in learning (Rahman, 2015). Seeing this situation, students' need for English for non-English language study programs has been neglected. So, a needs analysis for certain professional or occupational goals is very necessary to help non-English speaking students in their efforts to acquire language skills. Therefore, researchers need to conduct a needs analysis to find and describe the need for English for Specific Purpose (ESP) among nursing students.

## METHOD

The method used in this research is descriptive analysis with a qualitative approach. This method attempts to describe students' problems and needs in studying English with special purposes (ESP). The subjects of this research were 2021-2022 academic Nursing students, Nursing lecturer and English lecturer at STIKES Eka Harap Palangka Raya. The research sample consisted of 42 students, 1 nursing lecturer and 1 English lecturer.

The data was obtained through distributing questionnaires and interviews. The questionnaire consists of two parts. The first part is a question about target needs, while the second part is a question about learning needs for learning English. Interview data was obtained through direct interviews with English lecturer and Nursing lecturer. With interviews, it is hoped that we will obtain data that clarifies and strengthens the English language needs of nursing students. Through structured interviews, exploration of the need for themes or topics in English language material is one of the problems recorded and becomes a strong basis for compiling into a curriculum.

The following is a research framework for analyzing the needs of English courses for Nursing students at STIKES Eka Harap Palangka Raya.



**Figure 1.** Research framework adopted (Richard, Jack, 2001)

## RESULT SAND DISCUSSION

In the results and discussion, the author divided the results of the questionnaire and interviews into several sections: 1) needs (necessities), 2) weaknesses (Lack), and 3) desires (wants). These aspects are important to explore in an effort to obtain a description of the objectives of English language learning for nursing study programs (Hutchinson and Water, 1987).

### Necessities

Nursing students' needs for ESP-based English language learning

**Table 1.** The urgency of learning English in nursing study programs

Question	Percentage Options			
Is it important for nursing students to learn English?	Very important	Important	Not important	Just normal
	35.7	59.5	0	4.7

In table question 1 about the urgency of English for nursing students. From the table it could be seen that nursing students who answered English as a very important subject for them amounted to 35.7%, 59.5% as important and 4.7% who said it was normal. This proves that 95.2% of nursing students still need English as a subject that must be studied.

**Table 2.** English language skill needs of nursing students

Question	Percentage Options			
Of the 4 English Skills, which do you need most?	Listenin g	Speakin g	Readin g	Writin g
	10.20	76.19	7.14	6.47

In the second question table, regarding the needs of nursing students for 4 English

language skills. From the responses of nursing students in the questionnaire, it was found that speaking skills were 76.19%, listening skills were 10.20%, and reading skills were 7.14%. Writing skills (writing skills) 6.47%. This showed that one of the productive skills was a priority that students need to learn. Nursing students tend to need productive skills (speaking skills) and needs (receptive skills), listening and reading skills. Meanwhile, productive writing skills were the lowest choice to be studied more intensely.

**Table 3.** The need for English language skills for nursing graduates

Question	Percentage Options			
	Very important	Important	Not important	Just normal
What do you think about English language skills for nursing graduate?	30.95	69.04	0	0

Question table 3, which relates English language needs for nursing graduates to English language skills. In this question, nursing student respondents stated that speaking English was very important for nursing graduates. This was expressed by a calculation of 30.95% for very important answers and 69.04% for important answers. Different things were stated that the English language course was not important and was at an ordinary answer level. In this aspect, no one responded that nursing graduate students did not have English language skills. This showed that nursing graduates want to have English language skills and abilities.

**Table 4.** English language skills of nursing graduates

Question	Percentage Options			
	Listening	Speaking	Reading	Writing
In your opinion, of the 4 language skills, which one is most needed by nursing graduates?	30.95	69.04	0	0

From the 4th question table, about English language skills for nursing study program graduates. In the table above, it was found that 30.95% stated that listening was a skill that nursing graduates must have. Likewise, speaking got a higher percentage than listening with 69.04%. This showed that apart from listening skills, speaking English for nursing graduates was a much needed skill. 28 respondents out of 42 stated that nursing graduates should have English language skills, and 14 respondents stated that they should be skilled in listening.

**Table 5.** Description of nursing students' English language skill weaknesses

Question	Percentage Options			
	Listening	Speaking	Reading	Writing
In your opinion, of the 4 language skills, which one do you master best?	47.61	38.09	11.90	23.8

Table 5, questions about nursing students' weaknesses in mastering 4 English skills. From the top level, 47.61% listening, 38.09% speaking, 23.8% writing and 11.90% reading were obtained. This data illustrated that listening skills were the first problem that has not

been mastered in learning and communicating English for nursing students. Likewise, 38.09% indicated that speaking skills were a weakness of nursing students. The same thing was also stated (Lam, Wendy YK (2002) in (Richards and Renandya, 2002) stated that many English language learners will face difficulties in listening and speaking skills. This is different from reading and writing skills. In the 3rd language skill as expressed by (Richard, Jack. C, 1997) reading activities are not easy to understand and illustrate. Meanwhile, writing skills were expressed by (Raimes, Ann (2002) in (Richards and Renandya, 2002) that some teachers are not comfortable in them. writing English even though they are native English speakers. Respondents still chose reading and writing skills as weaknesses after listening and speaking. This provides evidence that they also had weaknesses in reading and writing skills.

**Table 6.** Weaknesses of nursing students in learning English language skills

Question	Percentage Options			
	Listenin g	Speakin g	Readin g	Writin g
In your opinion, which one of the 4 language skills is the hardest to learn?	33.33	52.38	9.52	9.52

This was different from the problem of the level of difficulty which was one of the weaknesses of nursing students in learning English language skills. 52.38% speaking skills being the skill that was assumed to be the most difficult to learn. Shumin, Kang (2002) in (Richards and Renandya, 2002) stated that difficulty speaking a foreign language is a problem that foreign learners definitely face because effective communication requires the ability to use language appropriately for social interaction. Listening skills were 33.33%, reading and writing skills both got 9.52%, indicating that listening skills were still very problematic.

#### Nursing students' desires for learning English

**Table 7.** Student motivation in learning English

Question	Percentage Options			
	To work	To communicate	For lifestyle	For needs
You are a nursing student, why are you studying English?	57.1	38.0 9	2.38	2.3 8

From table question 7 it could be concluded that nursing students had a motivation to learn English for work of 57.1% and for communication of 38.09%. Meanwhile, for lifestyle and needs, it was same of 2.38%. Regarding the motivation in learning English for work, as (Munir, 2014) states that ESP/EOP (English of Occuptional Purposes) is an approach to learning English to design certain (specific) goals.

**Table 8.** Nursing students' English learning targets

Question	Percentage Options			
As a nursing student, what is your target in learning English?	Able to understand English conversation	Able to speak fluent English	Able to understand English reading	Able to write in English
	52.38	45.24	0	2.38

Question table 8, it can be concluded that the target of nursing students in learning English is to be able to understand English conversations was 52.38%. The highest percentage compared to fluent English speaking skills was 45.24% and being able to write English was 2.38%. This showed that the learning goal of English courses was for nursing students to listen and respond in a conversational context. This was also stated by Tsang, W. K & Wong, M in (Richards and Renandya, 2002) explaining that to be able to understand English conversation the context must be adaptive to the variety and dynamics of the context.

**Table 9.** Mastery Description of 4 English skills you want to master

Question	Percentage Options			
Of the 4 English skills, which one do you want to master the most right now?	Listening	Speaking	Reading	Writing
	23.8	46.28	9.52	2.38

Table 9 above showed that the level of English skills you most want to master. Listening skills 23.8%, speaking 46.28%, reading 9.52% and writing 2.38%. It was depicted in the table that nursing students want to master speaking skills compared to other skills. What was interesting was that the percentage of respondents with speaking skills was more than half the number of respondents with other skills. This proved that speaking skills with productive oral communication were more likely to be mastered by nursing students.

**Table 10.** Desire to practice English

Question	Percentage Options			
Do you want to practice English in practicums on other courses?	Really want to	Want to	Normal	Do not want
	21.42	33.33	30.95	11.9

From table question 10, it stated that nursing students in practicum other courses by using English in the order of 33.33% willing, 21.42% very willing, 30.95% normal and 11.9% unwilling. The respondents' responses showed that the accumulation of really wanting and wanting was 54.75% greater than the usual percentage and not wanting to use English in practicums on other subjects. This illustrated that more than half want practicums in other courses by using English.

**Table 11.** Interview 1

Interviews were conducted directly with English Lecturer (Respondent1) and Nursing lecturer (Respondent 2).

Question	Answer	
	Respondent 1	Respondent 2
1. Is English important for nursing graduates?	Yes, it is still very important. It just needs a new design adapted to the needs of nursing students	Yes, important, but there needs to be suitability of English language materials with matters relating to the field of health.
2. Do you agree that nursing students are taught the 4 skills in an integral way?	Agree, it should be like that, the 4 skills are taught integrally. Only sometimes it is necessary to rethink important targets for non-English program students such as nursing students.	Agree, but if you focus on the wrong ability to communicate effectively orally, may be more acceptable to students.
3. Talking about course goals of English, what do you think the targets for nursing students?	In general, the target for language learning is being able to communicate verbally and in writing. If you can't do both, at least be able to communicate verbally.	At least nursing students are capable to communicate verbally because there are more students in the field.

The results of interviews with English language lecturer and Nursing lecturer showed that English language courses were still really needed for nursing students. Four skills should be taught integrally; but if you wanted to focus on certain skills such as listening and speaking, this could not be denied. This was the target and the need for language learning, being able to communicate verbally.

### **Learning Needs**

**Table 12.** English language skills and needs of nursing graduates

Question	Percentage Options			
	Listening	Speaking	Reading	Writing
In your opinion, of the 4 language skills, which one is most needed for nursing graduates?	30.95	69.04	0	0

From the table above it can be concluded that listening was 30.90%, speaking was 69.04%, reading and writing are 0% each. This illustrated that for nursing graduates, listening



and speaking skills need to be intensified in learning. This also need to be concern for study programs and the lecturer of English course.

**Table 13.** Skills material needed by nursing students

Question	Percentage Options			
	Listenin g	Speakin g	Readin g	Writin g
What skills material do you need the most for nursing study program?	35.71	64.28	0	0

From the question of table 13, it could be concluded that the skills most needed by nursing were speaking with 64.28% and listening with 35.71%. This indicated that speaking and listening materials need to be designed for nursing students in learning. With the material design of these two skills, the ability to communicate in conversation or in a dialogue, nursing students were able to interact.

**Table 14.** Types of material for nursing students

Question	Percentage Options			
	GeneralEngli sh (general English)	Language System (Grammar )	Text-book material (reading comprehension )	English related to studies Nursing
What kind of English material do you need?	28.57	4.7 6	7.1 4	40.48

Table 14, the data above described the types of English learning materials for nursing students. Of the four options available, English language related to nursing studies was more popular with respondents. This was expressed in 40.48%, followed by general English material with 28.57%, for reading comprehension material 7.14%, and for grammar 4.76. The illustration from the table above was very understandable that nursing students tend to want to master English in accordance with the study program they were taking.

**Table 15.** Material about English terms in nursing

Question	Percentage Options			
	Very important to learn	Important to learn	It is not important to learn	Just Normal
What do you think about English terms in the field of health?	50	47.62	4.7 6	0

From table 15, respondents answered that the material about English terms in nursing was very important to learn 50%, 47.62% important to learn, 4.76% not important to learn and 0% normal to learn. The data illustration stated that terms related to the field of health were very important to use as learning material. With figures of 50% and 47.62%, this was very convincing of the need for English language material related to terms in nursing.



**Table 16.** English language materials and listening skills

Question	Percentage Options			
	Really like	Like	Do not like	Just normal
Do you like listening to English conversations with the topic of health?	16.67	64.29	14.29	2.38

From the results above, it could be concluded that the percentage of students who said they really like listening to English conversations in with the topic of health was 16.67%. 64.29% of nursing students said they like listening to English conversations. Those who did not like listening to English conversations were 14.29%. Nursing students who said they were normal were 2.38% of the 42 respondents. These data illustrate learning through listening from English conversations in the field of health as learning methods and techniques.

**Table 17.** Pronouncing nursing terms in English and speaking skills

Question	Percentage Options			
	Very often	Once	Seldom	Never
Have you ever spoken nursing terms by using English?	19.05	38.10	28.57	14.29

The data above showed that 19.05% of nursing students use and pronounce nursing terms in English was very often. Nursing students who stated that they had used English terms were 38.10%. Students who rarely use English terms were 28.58% and those who said they never use these terms were 14.29%. However, the respondent's choice of nursing terms from the level of very important to never getting a response. However, between rarely and never, was an important note in the ability of nursing students to express English terms.

**Table 18.** Interview 2

Question	Answer	
	Respondent 1	Respondent 2
4. Which of the 4 skills needs to be focused on in learning English for nursing students?	The more combination of listening and speaking. Listening to focus on how to sound out/to pronounce correctly and speaking practice. However, reading and writing need to be taught as well.	In my opinion, speaking skills needs to be more intensive so that nursing students are confident in communicating.
5. What methods may be appropriate for nursing students?	Actually there is no most suitable method for learning. The lecturer must be more selective with learner styles and the types of skills they will teach. The point is that various methods need to be applied.	Any kind of methods that can motivate nursing students to learn English

The results of the interviews regarding the focus of targeted English language skills showed that listening and speaking skills were a priority over reading and writing skills. As in

table 13, which illustrates respondents' choices regarding the skills they need. The English learning methods indicated that variations in learning methods were an option that makes learning more interesting. Various learning methods need to be implemented to achieve learning objectives.

## CONCLUSION

Based on the research results obtained, need analysis of English for specific purpose (ESP) for nursing students showed that learning English was important to learn as an effort to improve and master the language of communication applied in conversation or practicum contexts. English material related to English terms and applicable material in improving listening and speaking skills was a learning priority. English learning methods indicated varied methods, which was proof that a variety of methods would make things easier and provide alternatives for students. Learning English for nursing students in the future must consider into student needs (necessities) so that learning communicative skills could be achieved. A variety of methods would make things easier and provide alternatives for students. The various learning methods need to be implemented to achieve learning objectives.

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